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ABSTRACT

Three policy statements on self-regulation initiatives for colleges and universities were developed by the American Council on Education with support, in some cases, from other organizations. Policy statement number one concerns policy guidelines for refund of student charges. The guidelines summarize elements of fair and equitable policy in refunding tuition, room, board, and other charges for students who withdraw from their studies or otherwise discontinue their use of an institution's services before the end of an academic term. Policy statement number two is a joint statement of four national associations on principles of good practice in college admissions and recruitment. Topical areas are admissions promotion and recruitment, application procedures, financial assistance, and advanced standing students and the awarding of credit. Concerns of colleges, secondary schools, and community agencies are addressed. Policy statement number three addresses collegiate athletics and offers recommendations for boards of trustees, presidents, and collegiate athletics directors. (SW)

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Self-Regulation Initiatives: Guidelines for Colleges and Universities

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NO. 1
August 1979

Policy Guidelines for Refund of Student Charges

Background

National attention has for some time focused on the matter of fair and equitable refund of student charges and fees. Since 1976, federal law has required that all institutions receiving federal student-aid funds have equitable refund policies. Within the higher education community the belief has grown that policy guidelines for voluntary self-regulation, developed by higher education representatives, are preferable to governmental definitions and regulations. To this end, the American Council on Education and other associations urged the National Association of College and University Business Officers to prepare policy guidelines for refunding student fees.

The guidelines were drafted by NACUBO's Student-Related Programs Committee and were reviewed by persons representing a wide range of institutions and professional responsibilities. Associations that have approved the guidelines are listed below. The guidelines have gained acceptance by officials in the U.S. Office of Education. Leo Kornfeld, Deputy Commissioner for Student Financial Assistance, lauded the effort as important progress toward self-regulation and indicated that, as a result, the USOE will not proceed with developing regulations for tuition refund policies of colleges and universities.

The guidelines summarize elements of fair and equitable policy in refunding tuition, room, board, and other charges for students who withdraw from their studies or otherwise discontinue their use of an institution's services before the end of an academic term. They offer a balanced approach to issues related to refunds, including the financial commitments incurred by the institution and the responsibility to treat both withdrawing and continuing students fairly. Overall, they allow institutions to ensure that their students' rights to fair and equitable treatment are fully recognized.

Colleges and universities are urged to use the guidelines to evaluate and, where necessary, modify current institutional policies and practices to meet the spirit and intent of the guidelines.

Guideline One. The governing board of the institution should review and approve the schedule of all institutional charges and refund policies applicable to students. The pricing of services and refund policies have important consequences to students, parents, the institution, and society; as such, pricing and refund policies should receive board attention and approval.

ASSOCIATIONS that have given formal support, in principle or in toto, to Policy Guidelines for Refund of Student Charges: American Council on Education; American Association of Collegiate Registrars and Admissions Officers; American Association of Community and Junior Colleges; American Association of State Colleges and Universities; Association of American Colleges; Association of Catholic Colleges and Universities; Association of Jesuit Colleges and Universities; Council on Postsecondary Accreditation; National Association of College and University Business Officers; National Association of State Universities and Land-Grant Colleges; Council for the Advancement of Small Colleges; National Association of Schools and Colleges of the United Methodist Church; National Association of Student Financial Aid Administrators; United States Student Association. The National Association of Independent Colleges and Universities commended the guidelines to its members.

Guideline Two. Institutions should seek consumer views in the process of establishing and amending charge and refund structures. Decisions regarding institutional funds are ultimately the sole responsibility of the institution's legally designated fund custodians. However, consumer concerns do affect decision making, and involving consumers in decision making related to charges and refunds is a desirable approach for assessing student needs and creating public awareness of institutional requirements.

Guideline Three. Institutions should publish a current schedule of all student charges, a statement of the purpose for such charges, and related refund policies, and have them readily available free of charge to current and prospective students. Students and parents have a right to know what charges they will be expected to pay and what will or will not be refunded. They also have a right to know what services accompany payment of the charges. Informational materials published free for students and prospective students are ideal for this purpose.

Guideline Four. Institutions should clearly designate all optional charges as "optional" in all published schedules and related materials. Clearly, charges that are mandatory and charges that are optional must be plainly differentiated in all printed materials. Also, the institution should state clearly in its schedule if a charge is optional for some students but required for others. Statements accompanying the schedule may include institutional endorsements of the optional program or service.

Guideline Five. Institutions should clearly identify charges and deposits that are nonrefundable as "nonrefundable" on all published schedules. Institutions

HE 012 284

determine on an individual basis which of their charges are refundable or nonrefundable. In general, admissions fees, application fees, laboratory fees, facility and student activity fees, and other similar charges are not refundable. Such fees are generally charged to cover the costs of activities such as processing applications and other student information, reserving academic positions, and establishing the limits of institutional programs and services, reserving housing space, and otherwise setting the fixed costs of the institution for the coming academic period.

Institutions determine on an individual basis which of their deposits are refundable or nonrefundable. Some deposits will be nonrefundable or will be credited to a student's account (e.g., tuition deposits). Others are refundable according to the terms of the deposit agreement (e.g., deposits for breakage).

Guideline Six. Institutions should refund housing rental charges, less a deposit, so long as written notification of cancellation is made prior to a well-publicized date that provides reasonable opportunity to make the space available to other students. Written notification on or before the beginning of the term of the contract is necessary to ensure utilization of housing units. During the term of the contract, room charges are generally not refundable. However, based on the program offered, space availability, debt service requirements, state and local laws, and other individual circumstances, institutions may provide for some more flexible refund guideline for housing.

Guideline Seven. Institutions should refund board charges in full, less a deposit, if written notification of cancellation is made prior to a well-publicized date that falls on or before the beginning of the term of the contract. Subsequent board charges should be refunded on a pro rata basis less a withdrawal fee. It is reasonable to make a refund for those goods and services not consumed. The withdrawal charge should reflect that portion of an institution's costs that are fixed for the term of the contract.

Guideline Eight. The institutional tuition refund policy for an academic period should include the following minimum guidelines:

1. The institution should refund 100 percent of the tuition charge, less a deposit fee, if written notification of cancellation is made prior to a well-publicized date that falls on or before the first day of classes.

2. The institution should refund at least 25 percent of the tuition charge if written notification of withdrawal is made during the first 25 percent of the academic period.

It is reasonable to refund tuition charges on a sliding scale if a student withdraws from his or her program prior to the end of the first 25 percent of the academic period unless state law imposes a more restrictive refund policy.

Guideline Nine. The institution should assess no penalty charges where the institution, as opposed to the student, is in error. The institution should make refunds in cases where the institution has assessed charges in error. Penalty charges, such as those involving late registration fees, change of scheduled fees, late payment fees, should not be assessed if it is determined that the student is not responsible for the action causing the charge to be levied.

Guideline Ten. Institutions should advise students that any notifications of withdrawal or cancellation and requests for refund must be in writing and addressed to the designated institutional officer. A student's written notification of withdrawal or cancellation and request for a refund provides an accurate record of transactions and also ensures that such requests will be processed on a timely basis. Acceptance of oral requests is an undesirable practice.

Guideline Eleven. Institutions should pay or credit refunds due on a timely basis. The definition of "timely basis" should include the time required to process a formal student request for refund, to process a check if required, and to allow for mail delivery, when necessary. If an institution has a policy that a refund of an inconsequential amount will not be made, such policy should be published as a part of all materials related to refund policies.

Guideline Twelve. Institutions should publicize, as a part of their dissemination of information on charges and refunds, that an appeals process exists for students or parents who feel that individual circumstances warrant exceptions from published policy. The informational materials should include the name, title, and address of the official responsible. Although charges and refund policies should reflect extensive consideration of student and institutional needs, it will not be possible to encompass in these structures the variety of personal circumstances that may exist or develop. Institutions are required to provide a system of due process to their students, and charges and refund policies are legitimately a part of that process. Students and parents should be informed regularly of procedures for requesting information concerning exceptions to published policies.

This statement is one in a series of policy guidelines developed to help higher education respond to issues by means of voluntary self-regulation. The Office on Self-Regulation Initiatives, a program of the American Council on Education, works cooperatively with representative associations and institutional leaders in identifying issues on which self-regulation is needed, formulating responses to those issues, and distributing the resulting guidelines and recommendations.

College and university administrators are urged to review the guidelines as a basis for considering changes in existing institutional policies. Each statement is developed through a process of wide review among representatives of different types of institutions and professional responsibilities in higher education. They are intended to summarize general principles of good practice that can be adapted to the specific circumstances of each college and university.

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Self-Regulation Initiatives: Guidelines for Colleges and Universities

No. 2
October 1979

Joint Statement on Principles of Good Practice in College Admissions and Recruitment

On June 29, the Board of Directors of the American Council on Education endorsed the joint statement on college admissions and commended it to all colleges and universities as an effective guide to institutional policy on student admissions and recruitment. The board also applauded the work of the four cosponsoring associations for developing voluntary standards of ethical conduct in this important area of college responsibility.

J. W. Peltason, President

Four national associations—the American Association of Collegiate Registrars and Admissions Officers, the College Entrance Examination Board, the National Association of College Admissions Counselors, and the National Association of Secondary School Principals—have approved the following statement of principles of good practice. In doing so, they reaffirm their commitment to the principle of equal access without regard to race, creed, sex, handicap, political affiliation or national origin in programs and services of postsecondary counseling, admissions, and financial assistance.*

1. Admissions promotion and recruitment

1.1 Principles relating to colleges and universities

A. Admissions counselors are professional members of their institution's staff. As professionals, they receive remuneration on a fixed salary, rather than commission or bonus based on the number of students recruited.

B. When admissions counselors are responsible for the development of publications used for their institution's promotional and recruitment activities designed to elicit the interests of prospective students, these publications should:

- state clearly and precisely requirements for secondary school preparation, admissions tests, and transfer-student admissions requirements;
- include a current and accurate admissions calendar;
- give precise information about opportunities and requirements for financial aid;
- describe in detail any special programs such as overseas study, early decision, early admission, credit-by-examination, or advanced placement;
- contain descriptions of the campus and community that are current and realistic.

C. Colleges and universities are responsible for all people they involve in admissions, promotional, and recruitment activities (including their alumni, coaches, students, faculty) and for educating them about the principles outlined in this statement. Colleges and universities that engage the services of admissions management firms or consulting firms are responsible for assuring that such firms adhere to the principles stated herein.

D. Admissions counselors are forthright and accurate and give comprehensive information in presenting their institutions to high school personnel, prospective students, and their parents. They:

- state clearly the admissions and other requirements of their institutions;
- make clear all dates concerning application, notification, and candidates' reply requirements, for both admissions and financial aid;
- furnish data descriptive of currently enrolled classes;
- avoid unfavorable comparisons with other institutions.

E. Admissions counselors avoid unprofessional promotional tactics, such as:

- contracting with high school personnel for remuneration for referred students;
- contracting with placement services that require a fee from the institution for each student enrolled;
- encouraging students to transfer if they have shown no interest in doing so.

F. Admissions counselors do not recruit students enrolled and registered at other colleges or universities unless the students initiate inquiries themselves, or unless cooperation is sought from institutions that provide transfer programs.

* It is recognized that Title IX of the 1972 Education Amendments specifically exempts single-sex undergraduate institutions.

1.2 Principles relating to schools. Schools will:

A. Provide a program of counseling that is accurate and comprehensive with respect to the college opportunities sought by students and available to them.

B. Encourage students and their parents to take the initiative in learning about colleges and universities.

C. Invite college and university representatives to assist in counseling candidates about college opportunities.

D. Avoid unfavorable comparisons with other institutions.

E. Refuse unethical or unprofessional requests (e.g., for lists of top students, lists of athletes, etc.) from college or university representatives (e.g., alumni, coaches, etc.).

F. Refuse any reward or remuneration from a college, university, or private counseling service for placement of their school's students.

1.3 Principles relating to community agencies. Such agencies will:

A. Provide accurate descriptions for schools and colleges of the services available through their agencies, since it is the responsibility of community agencies to make such services known to students, parents, secondary schools, and colleges.

B. Provide students with up-to-date information on post-secondary institutions and processes.

C. Assist students in discoveri ıg the colleges that meet their abilities, needs, and interests.

D. Counsel students on all postsecondary options: college, vocational education, job opportunities.

E. Report to secondary schools on their respective students so that accurate files can be maintained in the schools.

1.4 College fairs, clearinghouses, and matching services that provide liaison between colleges and universities and students shall be considered a positive part of the admissions process if they effectively supplement other high school guidance activities and adhere to the principles of good practice stated herein.

2. Application procedures

2.1 Colleges and universities will:

A. Accept full responsibility for admissions decisions and for proper notification of those decisions to candidates and, when possible, to secondary schools.

B. Receive information about candidates in confidence and respect completely, within the confines of federal and/or state laws, the confidential nature of such data.

C. Not apply newly revised requirements to the disadvantage of a candidate whose secondary school course has been established in accordance with earlier requirements.

D. Notify candidates as soon as possible if they are clearly inadmissible.

E. Not deny admission to a candidate on the grounds that their institution does not have aid funds to meet the candidate's apparent financial need, except for foreign students.

F. Not require candidates or their schools to indicate the order of candidates' college or university preferences, except under early-decision plans.

G. Permit candidates to choose, without penalty, among offers of admission until they have heard from all colleges to which they have applied, or until the date established under the Candidates Reply Date Agreement.

H. Maintain a waiting list of reasonable length and only for a reasonable period of time.

I. State clearly the application procedures for transfer students by informing candidates of deadlines, documents required, courses accepted, and course equivalency.

2.2 Secondary schools will:

A. Provide for colleges and universities accurate, legible, and complete transcripts for their school's candidates.

B. Describe their school's marking system and method of determining rank in class.

C. Describe clearly special curricular opportunities (e.g., honors, advanced placement courses, seminars, etc.).

D. Provide accurate descriptions of the candidates' personal qualities that are relevant to the admissions process.

E. Report any significant change in candidates' status or qualifications between the time of recommendation and graduation.

F. Urge candidates to recognize and discharge their responsibilities in the admissions process by:

- complying with requests for additional information in a timely manner;
- responding to institutional deadlines on admissions and refraining from stockpiling acceptances;
- responding to institutional deadlines on room reservations, financial aid, health records, and prescheduling where all or any of these are applicable.

G. Not, without permission of candidates, reveal the candidates' college preference.

H. Advise students not to sign any contractual agreement with an institution without examining the provisions of the contract.

I. Advise students to notify other institutions when they have accepted an admissions offer.

2.3 Community agencies will:

A. Exercise their responsibility to the entire educational community.

B. Discourage unnecessary multiple applications.

C. Discourage students from stockpiling offers of admission.

3. Financial assistance (where such assistance is based on need). Financial assistance consists of scholarships, grants, loans, and employment, which may be offered to all students singly or in various forms.

3.1 Colleges and universities will:

A. Strive, through their publications and communications, to provide schools, parents, and students with factual information about their institution's aid opportunities, programs, and practices.

B. View financial assistance from colleges and other sources as supplementary to the efforts of a student's family when the student is not self-supporting.

C. In determining the financial contribution of a candidate's family, use methods that assess ability to pay in a consistent and equitable manner, such as those developed by the College Scholarship Service and the American College Testing Program.

D. Clearly state the total yearly cost of attending their institution and outline estimates of need for students seeking assistance.

E. Permit candidates to choose, without penalty, among offers of financial assistance until they have heard from all colleges to which they have applied, or until the date established under the Candidates Reply Date Agreement.

F. Clearly state policies on renewals of aid awards.

G. Not announce publicly the amount of financial award to an individual candidate, and thus avoid revealing the candidate's family financial situation.

H. Not consider a student's need for financial aid as a criterion for admissions selection.

I. Notify applicants of institutional financial aid decisions before the date by which they must reply to the institution's offer of admission.

J. Meet the full need of students to the extent possible within the institution's capabilities.

K. Make awards to students who apply for renewal of aid by reviewing the student's financial circumstances and establishing the amount of aid needed with full consideration of the student's current need.

3.2 Secondary schools will:

A. Refrain, in public announcements, from giving the amounts of financial aid received by students.

B. Advise students who have been awarded aid by sources outside colleges that it is their responsibility to notify the colleges to which they have applied of the type and amount of such outside assistance.

4. Advanced standing students and the awarding of credit

4.1 Colleges and universities agree that:

A. Placement, credit, and exemption policies that are designed principally to recruit students are inimical to the best interests of students.

B. Student achievement should be evaluated through use of validated methods and techniques.

C. Policies and procedures for granting credit should be defined and published as part of an institution's preadmissions information.

D. The evaluation of previously earned credit should be done in a manner that insures the integrity of academic standards published by the admitting college or university.

4.2 Secondary school personnel agree that they will:

A. Alert students to the full implications of college and university placement, credit, and exemption policies for the students' educational planning and goals.

B. Make students aware of the importance of accreditation.

C. Make students aware of the possibilities of earning credit through nontraditional educational experience and through examinations and alternative methods of instruction.

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For further information, contact Elaine El-Khawas, Director, Office on Self-Regulation Initiatives. Additional copies of this statement may be obtained upon request to the office. Please include a self-addressed, stamped envelope.

American Council on Education
One Dupont Circle, Washington, D.C. 20036

Self-Regulation Initiatives: Guidelines for Colleges and Universities

No. 3
November 1979

Collegiate Athletics Policy Statements

The three policy statements were developed by the American Council on Education and the Commission on Collegiate Athletics of ACE. The commission, funded by the Ford Foundation, had the mandate to examine the state of American collegiate athletics and prepare recommendations that will aid in their management.

Drafts of the three policy statements were discussed widely. On May 23, 1979, the Commission on Collegiate Athletics discussed the three drafts extensively. Revisions were recommended, considered, included, and excluded. The ACE Board of Directors, meeting on June 29, 1979, discussed and approved the three statements.

In conclusion, the Commission on Collegiate Athletics was also charged to consider criticisms that have been made of the programs and to recommend actions to avert future incidents or reduce their number. The three statements, along with other work of the commission, are at least a small beginning.

These statements are part of a series of guidelines developed to help higher education respond to issues by means of voluntary self-regulation. The Office on Self-Regulation Initiatives, a program of the American Council on Education, works cooperatively with representative associations and institutional leaders in identifying issues on which self-regulation is needed, formulating responses to those issues, and distributing the resulting guidelines.

Additional copies are available upon request from Harry A. Marmion, Collegiate Athletics, ACE. Please include a stamped, self-addressed envelope.

Recommendations for Boards of Trustees

The responsibilities of trustees in institutions of higher education have become more complex and important than ever before. Boards continue their historic responsibility for the selection, retention, and termination of chief executive officers, but they have also become involved in more far-reaching institutional affairs. Their participation in financial matters and institutional development takes time and is important—even critical—to the future of the institutions they serve. Trustees face many issues, from declining enrollment to unionism, and from deferred maintenance problems to athletics programs. The trustee's role in an athletics program requires individual interest, concern, and an under standing of the institution's mission as well as of its athletics policy.

Athletics programs at American colleges and universities should be a part of the total educational program. A prime function of an athletics program should be to provide for as wide student participation as possible and to enhance development through competition, whether at the club, recreational, or intercollegiate level. The athletics program is part of the institution's financial structure, and care should be taken to identify and describe clearly the educational priorities of the institution.

It is the considered judgment of the American Council on Education that, given the complexities of collegiate athletics and the myriad problems facing higher education, governing board members should give attention to responsibilities to:

1. Understand the institutional policy intent toward the athletics program. If policy is vague or nonexistent, the trustees should insist on its clarification or preparation in such a way that the resulting document constitutes a clear and unambiguous policy.

2. Support, individually, the policy that has been agreed on and insist that it not be in conflict with the primary educational mission of the institution.

3. Insist that the athletics program be conducted in an ethical manner according to a code of ethics.

4. Stress that student athletes be recruited in a manner that will not tolerate violations of existing rules and regulations.

5. Be aware that if the athletics program is included as part of overall institutional budgeting, the institution should recognize the implications for educational programs.

6. Insist that collegiate sports programs are equal in opportunity for men and women.

7. Should an individual trustee take a position on athletics that is inimical to the best interest of the primary educational mission of the institution, the other trustees should seek clarification and insist that the integrity of the institution be preserved.

8. Should institutional development in the form of fund raising be a trustee responsibility, emphasize that support for athletics programs should be secondary to the educational needs of the institution.

Recommendations for Presidents

Athletics programs at American colleges and universities should be a part of the total educational program. Collegiate athletics have become one of the most perplexing and controversial areas with which presidents must deal. At the same time, charges persist that some presidents have generally ignored responsibility for the ethical conduct of collegiate sports programs. Overall, there is evidence that increased financial pressures and general economic conditions have created an institutional climate in which the emphasis is on the revenues and expenses of athletics rather than on the institution's educational programs. Further, the advent of athletics programs for women will require substantial legitimate expenditures by institutions. Campuses that sponsor revenue-producing sports are facing increased, even excessive pressures to win in order to support the athletics program.

Granted the complexities of collegiate athletics and the myriad problems facing college and university presidents, the American Council on Education nonetheless recommends that institutional leaders give attention to the following responsibilities:

1. The chief executive should reaffirm that an athletics program is a part of the institution's educational mission.

2. The principal officer must make clear that a prime function of the athletics program is to provide for as wide student participation as possible and to enhance personal development through competition, whether at the club, recreational, or intercollegiate level.

3. Presidential delegation of authority for all types of programs, including athletics, is necessary to effective administration. Presidents who delegate authority to an athletics director for the conduct of collegiate athletics programs are, nevertheless, responsible for assuring themselves and their various constituencies that their respective programs are being conducted with integrity. The extent of the delegation of authority to an athletics director should be clearly spelled out.

4. When authority for the athletics program is delegated to a faculty committee, the president still has responsibility to oversee the program and to be assured of its integrity.

5. The chief executive officer is immediately and ultimately responsible for issuing a document in which institutional policy toward athletics is spelled out.

6. When a person or persons, whether members of the athletics staff or others, go beyond the stated objectives of the institution with regard to the athletics program, corrective action should be taken immediately.

7. A sound code of ethics shall assure the basis for staff hiring, recruitment of student athletes, and dealings with the public.

8. The president shall foster participation in and work toward equality of opportunity for men and women in sports activities. Clearly, this responsibility includes providing factual evidence of equality between men's and women's sports.

9. The president's financial management should assure that recreational, intramural, and club sports programs on campus have adequate financial and staff support and respond to expressed student interests.

10. If the policy of the institution places unusual emphasis on winning, especially in revenue-producing sports, this emphasis should be clearly defined and understood by all.

11. Should institutional development include fund raising for athletics programs, the activities should be coordinated with all other aspects of the development effort and care exercised to place athletics fund raising in the appropriate context for an educational institution.

Recommendations for Collegiate Athletics Directors

Athletics programs at American colleges and universities should be a part of the total educational program. The athletics director is the administrator of an educational program. As such, the director owes primary allegiance to the chief executive officer of the institution, through whatever lines of organizational authority are established on a particular campus. The director's relationships to external organizations such as conferences, regulatory bodies, and other groups are secondary and should not compete with institutional allegiance.

The primary functions of an athletics program are to provide for as wide student participation as possible and to enhance the program's values through wholesome competition. Secondarily, the athletics program may be of interest to the public. If the athletics program includes revenue-producing sports, they should be part of the institution's financial structure. The competition at the intercollegiate level is important, but not foremost. Nonetheless, the athletics director must work to modify pressures that militate against the value of participation. The person responsible for the overall athletics program on campus must be able to place breadth of participation ahead of winning. Education has a responsibility to foster personal development. For the student athlete, athletics programs afford a natural environment in which teaching and learning promote and complement the education.

The American Council on Education recommends that athletics directors give attention to their obligations to:

1. Be fully conversant with institutional policy toward the total athletics program. If policy is vague or nonexistent, the director and other appropriate officials should draft and institute a clear and practical policy that is widely understood. Once official policy is in effect, the athletics director is responsible for its direction, enforcement, interpretation, and review.

2. Be responsible for implementing the athletics department programs as defined by institutional policy. When the motivations of athletics staff members go beyond the objectives of the institution, the result can be confusion and even misrepresentation of institutional policy. This ambiguity cannot be tolerated.

3. Be responsible for the establishment of a sound code of ethics for the athletics program. Hiring of staff, recruiting of student athletes, and dealings with local civic and other groups must be conducted with integrity.

4. Be responsible for the implementation of policy directives pertaining to athletics that emanate from governmental agencies, regional accrediting associations, athletics associations, and the like.

5. Participate directly in all aspects of financial planning within the athletics department.

6. Foster participation and work toward equality of opportunity for men and women in sports activities. Clearly, this responsibility includes providing factual evidence of equality between men's and women's sports.

Other responsibilities may include: recommending, developing, and supervising recreational, intramural, and club programs on campus. In any event, there should be a continuing interest in, and association with, other campus sports activities.

The athletics director should have rights and privileges to carry out his duties and responsibilities as do other administrators within the institution. These rights include hiring, supervising, advising, and evaluating athletics department staff members. Institutional policy should guide the conduct of these responsibilities.

Further, the athletics director has the right to expect that administration of the institution's athletics policy will be supported by the college administration and the governing board. When the athletics policy of the institution places unusual emphasis on winning, especially in revenue-producing sports, this emphasis should be clearly defined and understood by all concerned. In cases where a particular athletics program is pursued at an intensely competitive level, the conditions of employment for the athletics director and coaches should be clearly spelled out.

If the athletics director is involved in fund raising, this responsibility should be coordinated with all other programs of institutional development.